

# Brentwood Ursuline Convent High School



## Relationships and Sex Education Policy

Authorised by Resolution of the Governing Body of the Brentwood Ursuline Convent High School on: 26<sup>th</sup> November 2025

Signature: .....

Effective date of the policy: 26<sup>th</sup> November 2025

Review date of policy: November 2027 or earlier as and when required

## **This policy is written in the light of the school mission statement.**

Our mission statement commits us to the education of the whole person and we believe that RSE is an integral part of this education. In partnership with parents, who are the primary educators of their children in relationships, we aim to provide our students with a 'positive and prudent sexual education' (*Gravissium Educationis*) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### **Rationale**

The Relationships and Sex Education (RSE) Policy of Brentwood Ursuline Convent High School conveys the unity and coherence of Church teaching on human sexuality and the dignity of life. RSE is important because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach of all education in a Catholic school. Our approach to RSE is therefore rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. We want to show why 'sex education' is diminished if it is not integrated into the Church's teaching on matters relating to building loving relationships as it '*can only be seen within the broader framework of an education for love*' (*Amoris Laetitia*).

It is important that Church teaching does not appear to come across as a series of random or arbitrary prohibitions, but rather a "consistent ethic of life". This approach encourages young people to enter into a deeper relationship with God, themselves and others and is founded on a realisation that:

- Every human life has an intrinsic and absolute value through being created by God and in the image of God and this value derives from the simple fact of existing, not dependent on any characteristic.
- Self-respect and respect for each other must underline all human relationships.

At Brentwood Ursuline we recognise the curriculum entitlement of all students to RSE. We aim to work in close co-operation with parents who are the primary educators. We also aim to support parishes and the wider Church in their formation of young people. RSE will help prepare students for the opportunities, responsibilities and experiences of adult relationships

### **Statutory Requirements**

Statutory Requirements for RSE are set out in the following Education Acts: 1986, 1993 and 1996. In 2000 subsequent guidance from the DfE was also issued, entitled Sex and Relationship Education. This policy had also been informed by advice and documents from the Catholic Education Service. The basis for Catholic teaching with regard to sexuality can be found in the *Catechism of the Catholic Church* and documents such as *Evangelium Vitae*, *Gaudium et Spes*, and *Amoris Laetitia*.

## **Aims**

The content of what is taught will express the teaching of the Church and will be delivered to suit the age of the students to whom it is addressed.

- To educate students in all matters of sexuality for their spiritual, emotional and physical health so that they can make informed moral choices as they reach maturity.
- To support the students with help and guidance in their endeavours to live out their lives as members of a Christian family.
- To lead students to an understanding of the Church's teaching on human sexuality and relationships.
- To raise students' awareness of the misuse of sex and enable them to protect themselves against exploitation or harm.

## **Objectives**

- To gain awareness of where students are, in their own knowledge and understanding, so that their concerns can be identified and addressed, where possible.
- To increase students' understanding of themselves, their own bodies and their emotional and spiritual development as they grow and change.
- To encourage growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- To encourage students to be aware of their own attitudes and values and have a sense of their own responsibilities for themselves and towards others.
- To enable students to reflect on their relationships and to recognise the qualities that help relationships to grow and develop positively.
- To enable students to understand that love, according to the will and plan of God, is central to, and the basis of, meaningful relationships including family life and marriage.
- To ensure that students know and understand the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation.

- To help students to know and understand how to manage fertility in a way that is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.
- To consider sensitively issues and teachings on sexuality, to enable students to recognise and value their own sexual identity and that of others.
- To enable students to build resilience and the ability to resist unwanted pressures, recognising the influence and the impact of the media, internet and peer groups and so develop the ability to assess pressures and respond appropriately.
- To inform students about how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy.
- To enable young people to know and understand the legal framework relating to sexual activity.
- To provide a forum for students to share their concerns in a climate of support and sensitivity.
- To ensure that students recognise the importance of the choices they make and the consequences of their decisions, by developing the personal and social skills to enable them to assess risks and manage behaviours in order to minimise the risk to health and personal integrity.

### **Roles and Responsibilities**

Brentwood Ursuline recognises that **parents** (and other carers who stand in their place) are the first and best educators of their children and that we work in partnership with them and seek to support parents in this role. The school also acknowledges that parents have a **right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum in Science and Religious Education. Should parents wish to do so they are asked to notify the school in advance, in writing, to the Chair of Governors.

The **Governors**, working through the Ethos Committee, have the responsibility for ensuring there is an up-to-date RSE Policy, which, in consultation with parents and teachers, is in keeping with Catholic teaching. It is the Governors' responsibility to ensure that the policy is available to parents, thereby ensuring that parents know of their right to withdraw their children from Sex Education except in elements required by national Curriculum Science orders.

The **Headteacher, with the assistance of the RSE Co-ordinator** have the ultimate responsibility for ensuring that policy and practice in this area are fulfilled, introducing appropriate curriculum content.

RSE is co-ordinated by the **SLT member** who works closely with the Head of RE, curriculum leaders for Science and PSHE and outside agencies such as health professionals and marriage

and family life workers (Explore/LIFE). The SLT member is responsible for overseeing both curriculum implementation and other elements of school life contributing to RSE. This will include monitoring and evaluating the RSE policy.

**Class Teachers** in all subject areas have a responsibility to support the delivery of RSE. In many areas of the curriculum it is possible for issues concerning relationships and personal growth to arise and it is inevitable that the teaching of an apparently unrelated topic will occasionally lead to a discussion of aspects of sexual behaviour. As a Catholic school it is imperative that our teaching in this area reflects the doctrine and teaching of the Church, and it is expected that all teachers will treat the issues with the greatest sensitivity while supporting the Catholic principles of the school. Guidance will be given to staff in order for them to handle these discussions appropriately. (See Appendix B RSE Guidelines for staff)

Some students may choose to mention instances of sexual behaviour/ issues in class or to individual members of the school community. Staff will be supportive in such situations but should refrain from offering personal advice and should refer the student to members of the pastoral team or safeguarding team. In dealing with such matters, they must follow Safeguarding procedures, they must not guarantee confidentiality and fully support the Catholic ethos of the school.

## **Outcomes**

### **Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual students in respect to students' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, faith or culture and is taught in a way that does not subject students to discrimination. Lessons will also help students to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudiced-based language and how to respond to and ask for help. (See Inclusion Policy)

### **Equalities Obligations**

The Governing body have wider responsibilities under the Equalities Act 2010 and will ensure we strive to do our best for all the students, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are Looked After Children.

## Delivery/ Curriculum

Whilst teaching in accordance with Church teaching and Catholic values and virtues, we will ensure that students are offered a balanced programme for providing an RSE programme that offers a range of viewpoints on issues. Students will receive scientific information as well as covering the aspects of the law pertaining to RSE (including issues relating to forced-marriage, female genital mutilation, abortion, the age of consent and legalisation relating to equality). Knowing about facts and enabling students to explore different viewpoints is not the same as promoting behaviour and is not incompatible with our school's teaching of Catholic doctrine.

We will promote a healthy, positive atmosphere in which RSE can take place. We will ensure that students can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other students.

Students with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of students.

At Brentwood Ursuline, RSE is not the responsibility of one Department alone and relationships will be covered in several areas of the curriculum, including in Religious Education, but also in Biology and some aspects of PSHE. The RSHE programme at Brentwood Ursuline may cover some issues outlined in the National Curriculum Programme of Study for Personal, Social and Health Education. (See Appendix D) Relationships may be discussed in other subjects such as a piece of literature in English, but guidelines are available for staff (Appendix B) and an audit of subjects to appreciate where these issues may arise, will be completed when the policy is reviewed. (See Appendix C)

## External visitors

The school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our code of practice developed in line with CES guidance 'Protocol for Visitors to Catholic Schools'. (See Appendix E) Health professionals, such as the School Nurse should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is in keeping with Catholic principles and practice. This would also apply to the school's Medical Officer.

## All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their students. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. Staff should be included as far as is possible in the development and review of this policy and should be aware of the policy and how it relates to them.

### **Relationship to other policies**

This RSE policy relates to student safety and is compatible with the school's other policy documents (for example, Bullying policy, Safeguarding policy)

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of students, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. Students are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and students, will help to create a supportive climate for discussion.

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time. If appropriate, the concern may be dealt with sensitively on a one-to-one basis outside the classroom, with any information arising from the discussion being communicated to the Form Tutor or Head of Year, where necessary. If a student's question hints at abuse then the concern should be referred to the Safeguarding Team, according to the school's Safeguarding policy.

### **Supporting students who are at risk**

Students also need to feel safe and secure in the environment in which RSE takes place. RSE should provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their students, particularly those who are at risk, and not let any fears and worries go unnoticed. Where a teacher suspects that a student is a victim of or is at risk of abuse they are required to follow the school's Safeguarding policy and immediately inform a member of the Safeguarding Team. All governors, teachers, support staff, parents and students must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

### **Confidentiality and Advice**

Students will be encouraged to talk to their parents/carers about the issues which are discussed in the RSE programme. Teachers will always help students facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to students that they cannot offer unconditional confidentiality in matters which are illegal or abusive, for instance. Teachers should explain that in such circumstance they would have to inform others, e.g., parents, Headteacher, a member of the Safeguarding team, but that the students would always be informed first that such action was going to be taken.

### **Monitoring and Evaluation**

The RSE co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of students' work. The programme will be evaluated by various means which might include questionnaires, response sheets, discussion with students, staff and parents. The results of the evaluation will be reported to the groups of interested parties and their suggestions sought for improvements. Governors remain ultimately responsible for the policy.

## **APPENDIX A: Curriculum content for Secondary Schools**

### **1. Relationship and Sex Education**

In secondary schools, RSE should give young people the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague, a successful marriage, a stable relationship and a loving family. Schools should continue to develop knowledge on topics specified for primary as required and cover additional specified content <sup>1</sup> under these sections by the end of the secondary phase.

By the end of secondary school, pupils will have been taught content on:

- **families**
- **respectful relationships**
- **online and media**
- **intimate relationships**

<sup>1</sup> Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019), pp. 27-29

### **2. Health Education**

Schools should continue to develop knowledge on topics specified for primary as required and cover additional specified content <sup>2</sup> under these sections by the end of the secondary phase.

By the end of secondary school, pupils will have been taught content on:

- **mental wellbeing**
- **internet safety and harms**
- **physical health and fitness**
- **healthy eating**
- **facts about and risks associated with drugs, alcohol and tobacco**
- **health and prevention**
- **basic first aid**
- **changing adolescent body**

The DfE initiative has been welcomed by the Catholic Education Service (CES), who state clearly that, Catholic schools are also required to deliver RSE in accordance with the teaching of the Church. RSE is part of the mission of Catholic schools to educate the whole person. It should be carried out as part of the holistic education, which seeks to form as well as inform young people in preparation for adult life.

**The CES offers perspectives on the provision of outstanding Relationships Education, Relationships, Sex Education, and Health Education in Catholic schools as follows:**

In order for Catholic Relationships Education, relationships, sex education, and health education to be fully effective it needs to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today;
- Involve parents as they are primary educators of their child;
- Provide a positive view of human sexuality and dignity of the human person;
- Equip young people with the ability to make practical judgments about the right thing to do in particular circumstances;
- Explore and promote virtues which are essential to promoting respect and dignity;
- Be delivered in an age-appropriate way which reflects the development of the child;
- Be part of the cross-curricular work in both primary and secondary schools;
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class;
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer;
- Be delivered by competent professionals who understand the Church's teaching.

The CES further accentuates that any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue.

## Appendix B

### **Relationships and Sex Education: Guidelines for Staff**

Our mission statement commits us to the education of the whole person and we believe that RSE is an integral part of this education. In partnership with parents, who are the primary educators of their children in relationships, we aim to provide our students with a 'positive and prudent sexual education' (*Gravissimum Educationis*) which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. Sex Education should not be covered in isolation but by relating it to the building loving relationships as it 'can only be seen within the broader framework of an education for love' (*Amoris Laetitia*).

Relationships and Sex Education are taught in PSHE and RE. There is a development approach that means that the importance of healthy relationships, based on trust and good communication, are taught at age-appropriate times within the curriculum and expresses the teaching of the Catholic Church. Science covers the National Curriculum requirements for RSE mainly in Year 7.

It is likely that relationships, not only sexual relationships, may be covered in many different areas of the curriculum, for example that staff with pastoral responsibilities (Head of Year/Form Tutor), may be one of the points of contact made by a student with a relationship issue. It is important that staff feel confident to address questions or issues that may arise, in a way that supports the ethos of the school and in line with our Safeguarding procedures.

The RSE Policy states clearly the aims and objectives of RSE at Brentwood Ursuline and staff should consult the policy in order to inform themselves of the approach taken in school. Here are some key points from the policy:

- *Class Teachers in all subject areas have a responsibility to support the delivery of RSE. In all areas of the curriculum it is possible for issues concerning relationships and personal growth to arise and it is inevitable that the teaching of an apparently unrelated topic will occasionally lead to a discussion of aspects of sexual behaviour. As a Catholic school it is imperative that our teaching in this area reflects the doctrine and teaching of the Church, and it is expected that all teachers will treat the issues with the greatest sensitivity while supporting the Catholic principles of the school.*
- *Whilst teaching in accordance with Church teaching and Catholic values and virtues, we will ensure that students are offered a balanced programme for providing an RSE programme that offers a range of viewpoints on issues.*
- *We want to promote a healthy, positive atmosphere in which RSE can take place. We want to ensure that students can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other students.*

If a member of staff is unsure about the Catholic Church's teaching on particular issues there is some suggested reading material below, but it might be better to talk to the Head of RE, the Chaplain, or one of the RE team involved in delivering RSE. It would be important to do this in advance of teaching a lesson if possible, or as a result of questions arising from a

lesson. It would be better to delay answering a student's question if a member of staff is unsure about how to answer it.

If you are booking an outside speaker, please refer to the 'Protocol for Outside speakers' to ensure that the speaker's presentation is in keeping with the RSE Policy, should this be relevant.

*Further reading:*

*Catechism of the Catholic Church*

*Learning to Love: An introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educators. March 2017. Catholic Bishops' Conference of England and Wales.*

*Amoris Laetitia (Pope Francis) March 2016 chapter 7*

## Appendix C: Audit of RSE across the curriculum.

### Schemes of Work for RE programme available N Drive/Curriculum/Subjects/RSE

#### Relationships and Sex Education

#### Year 7

SRE Policy audit May 2024: Where and how are topics which include sex and relationships covered in your subject area?

<b>Year 7</b>		
<b>Subject, topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is it covered?</b>
<b>Science</b> Reproduction: puberty, sexual intercourse, menstrual cycle/ pregnancy.	Covered in science lessons as other topics but question box for students to write during the lessons which then can be answered by the teacher, if appropriate.	Autumn term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>RE</b> Dignity	Dignity of the human person and <i>imago dei</i>	Autumn term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>ICT</b> E-safety and online relationships	Teacher led activities and student activities, including online videos of real life stories.	Autumn term (first 3 lessons)
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Drama</b> Nativity – development of basic skills	This scheme looks heavily at team building skills eg taking turns, listening, equality in groups.	Autumn term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>English</b> Private Peaceful (fiction)	Reading the text and watching the film; discussion and analysis of the text, focusing on issues such as social class and their impact on relationships.	Autumn or Spring term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Geography</b> Lowering birth rate as part of Demographic Transition Model.  Population pyramids: how the shape changes with development and why.	Discussion of why people would want fewer children and what can people do to have smaller families.  Linking population pyramids' shape to the DTM and development.	Spring term, second half 1 lesson  Spring term, second half 1 lesson
<b>Topic and what is covered</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Dance</b> Nutcracker	Matthew Bourne's Nutcracker is different to the original version – Clara lives in an orphanage and has very few possessions. Relationships with Dr Dross and Matron who run the orphanage and are mean to the children, relationships in the form of support of the friendship groups and bullying.	Autumn Term.
Musical Theatre	Exploration of practical work from Hairspray the Musical. Looking at relationships between the characters	Spring Term.

	and performers	
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## Relationships and Sex Education Year 8

<b>Year 8</b>		
<b>Subject, topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is it covered?</b>
<b><u>Drama</u></b> Melodrama	This scheme looks at unrequited love between hero and heroine; typical boy meets girl, parents disapprove or villain splits them up.	Autumn term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b><u>English</u></b> Romeo and Juliet (Drama)	Study of the text and film versions. Discussion about romantic love versus family expectations. Focus on parents and children.	Spring term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b><u>History</u></b> “Suffragettes” unit – life for women in the 19 <sup>th</sup> /20 <sup>th</sup> patriarchal society, conjugal roles.	Source analysis, attitudes and behaviours analysed united to desire for change in rights of women.	Autumn term.
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b><u>Dance</u></b> Creating choreography from a stimulus	One of the set of stimuli given to the groups are passages and psalms from the Bible to be used as inspiration for creating choreography	Spring Term
Bollywood dancing	Cultural influence of Bollywood dancing, Kathak dancing as a form of storytelling.	Summer Term

## Relationships and Sex Education Year 9

<b>Year 9</b>		
<b>Subject, topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is it covered?</b>
<b><u>English</u></b> An Inspector Calls	Family relationships; relationships across class boundaries; economic influences on power dynamics between people; patriarchy and the position of women in Edwardian society; sexual violence	Autumn and spring term
Macbeth Act 1	Jacobean constructions of marriage - and how these are defied by Macbeth and Lady Macbeth; loyalty and friendship	Summer term
<b><u>History</u></b> Germany 1918-1939. Life for women during the Weimer and Nazi periods in Germany. Women, childbearing and motherhood.	Analysis and evaluation of the effects of government policy on gender roles and effects on women’s rights. Comparative focus later on. Text and video resources.	Summer term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b><u>RE</u></b> Dignity, sex, marriage, contraception, gender equality	Dignity of the human body; Nature of sex (including Catholic and statutory views on homosexuality,	Autumn Term

	adultery and marital sex); Nature of marriage (including Catholic and statutory views on same-sex marriage, adultery, divorce, annulment and remarriage); Views on artificial contraception (including Catholic and statutory); Views on IVF (including Catholic and statutory); Brief overview of ethical issues around dignity including abortion; Gender equality	
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Science</b> Stem cells, including the ethics of the use of stem cells.	Covered as part of AQA GCSE specification. Areas of discussion would include to evaluate the practical risks and benefits, as well as social and ethical issues, of the use of stem cells in medical research and treatments.	Year 9 Topic 1 (before Christmas).
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Drama</b> Monologues and Duologues work	Students study monologues and duologues from two plays <i>A Midsummer Night's Dream</i> and <i>Noughts and Crosses</i> . Both look at the break down of a relationship and the impact this has on the characters	Autumn term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Geography</b> Demographic Transition Model.  Population pyramids: how the shape changes with development and why.	Discussion of why people would want fewer children and what can people do to have smaller families.  Linking population pyramids' shape to the DTM and development.	Year 9/10 Summer term  Year 9/10 Summer term 2 lessons
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Business Studies</b> Business ethics: relationships with different suppliers/companies  Business Law	Building strong and respectful relationships with those people who the business is in contact with.  Laws that a business must follow to show consideration and respect for workers in line with the law.	Spring term 6 lessons  Spring term 6 lessons
<b>Topic and what is covered</b>	<b>Explanation of how it is covered</b>	<b>When is this covered?</b>
<b>Dance</b> <b>For Years 9, 10, 11 GCSE</b>  Shadows (GCSE Anthology work).  Artificial Things (GCSE Anthology work).  Infra (GCSE Anthology work).	Relationships of a family setting (mother, father, son daughter). It is suggested that they are an Eastern European family within the 1930s (Jewish family within the Holocaust).  Inclusive Dance company – relationship between dancers and their abilities/disabilities. Mutual respect and support, coming to terms with life's limitations.  Coming together as a community following a traumatic event.	The Anthology works are designed to be delivered in a holistic approach. We begin teaching them in the Spring term of Year 9 and discuss them over the 3 year course. For the written element of the examination, the students have to discuss similarities and differences of the pieces, as well as give personal interpretations and evaluations.

<p>A Linha Curva (GCSE Anthology work).</p>	<p>Emotional and physical support following the London Bombing 7/7. Seeing below the surface of a person and links with WW1 and the Wasteland poem.</p>	
<p>Emancipation of Expressionism (GCSE Anthology Work).</p>	<p>Link with Brazilian culture, relationships with men and women (showing off to impress), Christ the Redeemer.</p>	
<p>Within Her Eyes (GCSE Anthology Work).</p>	<p>Links with Genesis in the bible, relationships in a community sense, the importance of being able to express oneself freely.</p>	
<p>Component 1 choreography</p>	<p>Within Her Eyes is a duet performed by a man and a woman. It is suggested that the woman is grieving for the loss of a relationship (walking through a graveyard) and is struggling to fully commit to her current relationship.</p>	<p>Autumn term – end of Spring term 2.</p>
	<p>This unit is initiated by an externally set task where pupils will create a performance piece based on an externally set stimulus. Some pupils will create a choreographic intent which could explore relationships, religion, abuse etc.</p>	

## Relationships and Sex Education Year 10

<b>Year 10</b>		
<b>Subject, topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is it covered?</b>
<p><b>English</b> Macbeth Acts 2-5</p> <p>Jekyll and Hyde</p>	<p>Importance of family and child-rearing; discussion of the way marriages can change; loyalty towards and betrayal of friend</p> <p>Friendship; keeping confidences; suppression of homosexual urges in the Victorian period; significance of reputation in Victorian period; what it means to behave in a 'civilised' way</p>	<p>Autumn term</p> <p>Spring term</p>
<p><b>Science</b> Contraception</p>	<p>AQA GCSE Biology Specification. Including discussion points including, 'Show why issues around contraception cannot be answered by science alone.' Types of contraception covered – barrier &amp; hormonal. We have to specify that "abstinence" is worth zero on a Science exam, but discuss the Catholic perspective.</p>	<p>Year 10 Topic 3 / 4 – after Christmas, before Easter.</p>
<b>Subject, topic and what is covered.</b>	<b>Explanation of how it is covered</b>	<b>When is it covered?</b>
<p><b>RE</b> Abortion</p> <p>Judaism</p>	<p>Views on abortion (including Catholic and statutory)</p> <p>Nature of Jewish marriage and betrothal; Jewish practices on circumcision including Brit Milah ceremony</p>	<p>Autumn term</p>
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<p><b>History</b> Germany 1918-1939. Life in Nazi Germany. Women, childbearing and motherhood.</p>	<p>In relation to 1920s and women. Nazi Germany policies towards women.</p>	<p>Year 10 Autumn/Spring terms</p>
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<p><b>Drama</b> Year 10/11 Devising work. Component 1 of GCSE course.</p>	<p>Students work in groups to approach a range of stimuli, this year these were an image of the word <i>Wicked</i> in the green and pink made famous by the musical and a quote '<i>are we born good or evil? (naughty or nice)</i>'. Students create their own work from these, often looking at relationships between a range of characters.</p>	<p>Autumn/summer</p>
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<p><b>English</b> KS4 Drama (Unit 2) Text: 'An Inspector Calls'.</p>	<p>Attitudes towards women and relationships.</p> <ol style="list-style-type: none"> <li>1. Text analysis</li> <li>2. Essay planning and writing</li> <li>3. Discussion (class and group)</li> </ol>	<p>Autumn term</p>
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<p><b>Geography</b> Demographic Transition Model.</p>	<p>Discussion of why people would want fewer children and what can</p>	<p>Year 9/10 Summer term</p>

Population pyramids: how the shape changes with development and why.	people do to have smaller families.  Linking population pyramids' shape to the DTM and development.	Year 9/10 Summer term 2 lessons
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Business Studies</b> Business ethics: relationships with different suppliers/companies	Building strong and respectful relationships with those people who the business is in contact with.	5 lessons
Business Law	Laws that a business must follow to show consideration and respect for workers in line with the law.	5 lessons
<b>MFL</b> KS4 Identity and culture including relationships and family	Reading/listening/ texts/some discussion if needed. Always language focused.	KS4 Spring term 6 lessons in Year 10
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Dance</b> <b>For Years 9, 10, 11 GCSE</b>	See Under Year 9.	See Under Year 9.

### Relationships and Sex Education Year 11

Year 11		
Subject, topic and what is covered.	Explanation of how it is covered.	When is it covered?
<b>Science</b> Sexual/asexual reproduction, genetic inheritance, genetic disorders, embryo screening and ethics, amniocentesis, evolution.	AQA GCSE Biology specification.	Year 11 First half term and Evolution Christmas time (just before/after break).
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>RE</b> Judaism	21 <sup>st</sup> century views on Jewish marriage including inter-faith marriage and relationships; 21 <sup>st</sup> century views on circumcision including Brit Milah ceremony	Autumn term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Drama</b> Year 10/11 Devising work. Component 1 of GCSE course.	This task enables pupils to take a stimulus and develop a performance. We use true life events eg 'Baby P'. This might include ethical dilemmas of modern medicine. This often does require pupils to consider good and bad relationships.	Autumn/summer
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>MFL</b> Identity and culture, including relationships and family.	Reading and listening. Texts and some discussion is needed. Always language focused.	Revisited in year 11 from Year 10. Spring term – 6 lessons.
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Business Studies</b> Business ethics: relationships with different suppliers/companies	Building strong and respectful relationships with those people who the business is in contact with.	5 lessons
Business Law	Laws that a business must follow to show consideration and respect	5 lessons

	for workers in line with the law.	
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>History</b> Germany 1918-1939. Life for women during the Weimer and Nazi periods in Germany. Women, childbearing and motherhood.	Analysis and evaluation of the effects of government policy on gender roles and effects on women's rights. Comparative focus later on. Text and video resources.	Autumn term.
<b>Topic and what is covered</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Dance For Years 9, 10, 11 GCSE</b>	See under Year 9.	See under Year 9.

## Relationships and Sex Education Year 12

<b>Year 12</b>		
<b>Subject, topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is it covered?</b>
<b>History</b> The liberal society in Britain – sex scandals, liberalising legislation of the 1920s.  American History: presidential campaigns	Cover changes in society, sexual liberation in 1960s; laws and effects on society.  Topics such as pro-life campaigns including different attitudes to abortion.	Spring term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Business Studies</b>	Building strong relationships with those people a business is in contact with.	Year 12 Business/ICT 7 lessons
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Drama</b> Machinal by Sophie Treadwell (Set text)	This set text covers the role of women in 1920s compared with today. Topics cover the role of being a wife/mother/homemaker. The main character murders her husband due to feeling trapped. Relationships that are explored are: woman and husband/woman and mother/woman and lover.	Autumn term and written paper in summer term.
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>English</b> Drama (unit 1) Text: A Streetcar Named Desire (Williams) Marriage and conflicts within marriage; role of women.  Drama (unit 1) Text: Othello Marriage and marital abuse; jealousy and trust.  Prose texts: 'The Picture of Dorian Gray' and 'Dracula'.	Discussion of issues raised in text in groups and whole class. Also changing attitudes to marriage in twentieth century. Mid-20th century constructions of marriage; reputation; masculinity and femininity and the ways these constructs affect relationships; the changing role of women; child-rearing; the nuclear family  Discussion of issues raised in text in groups and whole class. Attitudes towards marriage; Jacobean and modern  Focusing on attitudes to morality. Attitudes towards relationships. Discussions and research essays.	Autumn term  Spring term (half a term)  Spring term

	The influence of older people on younger people; homosexuality; the changing role of women - the emergence of the 'New Woman' and masculine reactions to her; views on immigrants; racist constructions of minorities	
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Geography</b> Demographic Transition Model.  Population pyramids: how the shape changes with development and why.	Discussion of why people would want fewer children and what can people do to have smaller families.  Linking population pyramids' shape to the DTM and development.	A Level first half of Spring term 4 lessons.  2 lessons in Year 12
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered</b>	<b>When is this covered?</b>
<b>MFL</b> Changing structure of family	Discussions: comparing target language country with Britain.	French/Spanish Autumn term Year 12: 10 lessons
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Biology</b> Stem cells and evolution. Theories and <u>evidence</u> for evolution and classification of organisms.	A level Biology specification. Debates over types of Stem cells – scientific / ethical discussion.	Year 12
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered</b>	<b>Where is this covered?</b>
<b>BTEC Performing Arts</b>  Ghost Dances (Chilean Oppression and Pinochet Regie). (CH)  Swan Song (links with Amnesty International). (CH)  Rooster (CH)  Revelations (Alvin Ailey) (CH)  Cry (Alvin Ailey) (CH)  Hamilton (Lin Manuel Miranda)  In the Heights (Lin Manuel Miranda)	Exploration of the practical work. Looking at the lives of the villagers under the Pinochet Regime and how families and villages were affected.  Exploration of the practical work. The abusive relationship between a prisoner and two guards.  Exploration of the practical work based on the sexual revolution and gender inequality in the 1960s.  Exploration of the practical work. Based on gospel music, community spirit and blood memories of an African American growing up in the 1960s. (Issues of Civil Rights Movement, racial segregation and discrimination explored).  Exploration of the practical work. Suggestion of an African American mother around the 1960s and the issues she had faced. Suggestion of abandonment, rape, heritage/culture, pride, religion and rejoicing.  Relationships between social status, the integration between communities.	Autumn term.

Steven Berkoff – East, West, Metamorphosis	Relationships within the working class and of the working class within other classes.	
Fosse (Chicago) Wicked the musical	Dramatisation and glamourising murder in the 1920s. Inclusivity and bullying.	Spring Term 2/Summer Term 1.
Unit 3: Group performance workshop	This unit is initiated by an externally set task where pupils will create a performance piece aimed at a target audience e.g. Primary level. The students can draw upon inspiration from themes, scripts and songs based on their theme and can cover topics such as team building, friendships, bullying, relationships etc.	Spring term.

### Relationships and Sex Education Year 13

Year 13		
	Explanation of how it is covered.	When is it covered?
<b>RS</b> Sexual Ethics	Catholic teaching, Christian teaching, non-religious viewpoint.	Autumn term
Gender and society; gender and theology	Catholic teaching, Christian teaching, non-religious viewpoint.	Spring term
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Drama</b> Hedda Gabler (Ibsen)	<b>Main character, Hedda, feels trapped by her gender. Written in Victorian era; compare with present day gender roles which are more equal. Hedda has a loveless marriage which is discussed. Tragic play ends in her suicide.</b>	Autumn term and then written paper in the summer.
<b>Topic and what is covered.</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>MFL</b> Changing structures of families.	Discussions/comparing target language country with Britain.	Summer term
<b>Topic and what is covered</b>	<b>Explanation of how it is covered.</b>	<b>When is this covered?</b>
<b>Biology</b> Genetic inheritance and disorders. Gene therapy & treatment of genetic disorders. Use of Stem line therapy and embryo modification → ethical debate.	A Level biology specification	Year 13
<b>Topic and what is covered</b>	<b>Explanation of how it is covered</b>	<b>When is this covered?</b>
<b>BTEC Performing Arts</b> Unit 4: Performance in the Community	Having an awareness of social and cultural issues.	Autumn term.
Unit 5: Individual Performance Commission	This unit is initiated by an externally set task where pupils will create a performance piece aimed at a target audience e.g. Primary level. The students can draw upon inspiration from themes, scripts and songs based on their theme and can cover topics such as team building, friendships, bullying, relationships etc.	Spring term and Summer term.

## Appendix D

### PSHE RSE Lesson over-view 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>1.1</b> What is PSHE? <b>1.2</b> Transition from primary school <b>1.3</b> Friendship <b>1.4</b> Study habits <b>1.5</b> Learning styles <b>1.6</b> Being part of a group <b>Assessment:</b> Transition from primary school</p>	<p><b>1.1&amp;2</b> Balanced diet <b>1.3</b> Mental health <b>1.4</b> Screen time-age limits online <b>1.5</b> Enterprise skills <b>1.6</b> Developing enterprise skills <b>Assessment:</b> How to be physically and mentally healthy</p>	<p><b>1.1</b> Bullying <b>1.2&amp;3</b> Cyberbullying <b>1.4</b> Racism <b>1.5</b> Identity <b>1.6</b> Introduction to work Extra lesson-Stereotypes in the workplace <b>Assessment:</b> Bullying</p>	<p><b>1.1</b> Alcohol <b>1.2</b> Peer influence &amp; alcohol <b>1.3</b> Option choices <b>1.4</b> Discrimination <b>1.5</b> British values <b>1.6</b> Stereotypes <b>Assessment:</b> Rights and responsibilities</p>	<p><b>1.1</b> FGM &amp; Breast ironing (parent consultation- delivered in Science) <b>1.2</b> Self esteem <b>1.3</b> Friends <b>1.4</b> Family <b>1.5</b> Who am I? <b>1.6</b> Emotions <b>Assessment:</b> ways to boost self esteem</p>	<p><b>1.1&amp;2</b> Personal hygiene including Dental Health &amp; Vaccinations <b>1.3</b> Introduction to Donation <b>1.4</b> Saving &amp; budgeting <b>1.4&amp;5</b> Influences on spending</p>
<b>Year 8</b>	<p><b>1.1</b> Safety <b>1.2&amp;3</b> First Aid including defibrillators <b>1.4</b> Personal safety <b>1.5&amp;6</b> Drugs <b>Assessment:</b> Illegal drugs and their effects</p>	<p><b>1.1</b> Alcohol <b>1.2</b> Peer influence &amp; alcohol <b>1.3</b> Option choices <b>1.4</b> Discrimination <b>1.5</b> British values <b>1.6</b> Stereotypes <b>Assessment:</b> Rights and responsibilities</p>	<p><b>1.1</b> Human rights <b>1.2</b> Balancing human rights <b>1.3&amp;4</b> Racism including Antisemitism <b>1.5</b> Digital resilience <b>1.6</b> Sexting <b>Assessment:</b> Racism</p>	<p><b>1.1, 2, &amp; 3</b> Mental health <b>1.4</b> Body image <b>1.5</b> Managing loss <b>1.6</b> Copying with change <b>Assessment:</b> Promoting emotional wellbeing</p>	<p>Staff consultation prior to delivery of this material <b>1.1&amp;2</b> Pregnancy facts and contraception includes miscarriage <b>1.3&amp;4</b> HIV &amp; AIDS <b>1.5&amp;6</b> STIs <b>Assessment:</b> Contraception quiz</p>	<p><b>1.1, 2, &amp; 3</b> Financial risk <b>1.4</b> Consumer rights <b>1.5&amp;6</b> Consumer choice</p>
<b>Year 9</b>	<p><b>1.1</b> Transition to GCSE <b>1.2</b> Resilience <b>1.3</b> Study skills <b>1.4</b> Work life balance <b>1.5</b> Sleep <b>1.6</b> Success at GCSE <b>Assessment:</b> Transition to GCSE</p>	<p><b>1.1&amp;2</b> Healthy eating <b>1.3</b> Body image <b>1.4</b> Harmful coping strategies (eating disorders) <b>1.5</b> Strengths for employment <b>1.6</b> Ageism <b>Assessment:</b> Making healthy decisions</p>	<p><b>1.1</b> Conflict at home <b>1.2</b> Domestic abuse <b>1.3</b> Toxic friends <b>1.4</b> Responsibility in the family <b>1.5</b> Roles on the family- different family types <b>1.6</b> Diversity- LGBTQ+/religion/gender <b>Assessment:</b> Managing conflict with friends and family</p>	<p><b>1.1&amp;2</b> Drugs <b>1.3&amp;4</b> Alcohol <b>1.5&amp;6</b> Managing risk <b>Assessment:</b> Managing risks of drugs and alcohol</p>	<p><b>1.1&amp;2</b> Exploitation-coercive manipulation <b>1.3&amp;4</b> British values-law/democracy <b>1.5&amp;6</b> Human rights <b>Assessment:</b> Exploitation</p>	<p><b>1.1, 2, &amp; 3</b> Enterprise project <b>1.4, 5&amp;6</b> Caring for the environment</p>
<b>Year 10</b>	<p><b>1.1&amp;4</b> Peer pressure <b>1.3</b> Unsafe social groups <b>1.4</b> Risks and consequences (gangs) <b>1.5</b> Getting out (gangs) <b>1.6</b> Mental health stigma <b>Assessment:</b> Risks of unsafe social groups</p>	<p><b>1.1</b> Mental health <b>1.2</b> Depression &amp; anxiety <b>1.3</b> Economic wellbeing <b>1.4</b> Debt <b>1.5</b> Gambling <b>1.6</b> Help with gambling <b>Assessment:</b> Understanding debt</p>	<p><b>1.1</b> Risks of alcohol <b>1.2</b> Alcohol &amp; the media <b>1.3&amp;4</b> Risks of drugs <b>1.5&amp;6</b> Role models <b>Assessment:</b> Drugs and alcohol, managing risk and making healthy choices</p>	<p><b>1.1</b> Family life <b>1.2</b> Parenting <b>1.3</b> Relationship breakdown <b>1.4</b> Relationships <b>1.5</b> Moving on <b>1.6</b> The future <b>Assessment:</b> Relationships</p>	<p><b>1.1&amp;2</b> Knife crime <b>1.3&amp;4</b> Extremism <b>1.5&amp;6</b> Exploring Prevent <b>Assessment:</b> Group presentation on extremism</p>	<p>Staff consultation prior to delivery of this material <b>1.1</b> Online Safety including report online information <b>1.2</b> Marriage/forced marriage/honour-base <b>1.3, 4, 5</b> Skills for employment <b>1.5&amp;6</b> Rights in the workplace</p>
<b>Year 11</b>	<p><b>1.1</b> Setting targets <b>1.2</b> Career paths <b>1.3&amp;4</b> Applying at 16 <b>1.5</b> Writing a CV <b>1.6</b> Interviews <b>Assessment:</b> Post 16 pathways</p>	<p><b>1.1</b> Online relationships <b>1.2</b> Helping a friend <b>1.3</b> Contraception and decisions around pregnancy includes miscarriage, adoption, abortion and support. Staff consultation <b>1.4</b> Lifestyle-screening-information on menopause <b>1.5&amp;6</b> Diet, lifestyle &amp; consequences <b>Assessment:</b> Keeping healthy/PSHE takeover</p>	<p><b>1.1</b> Self esteem <b>1.2</b> Security &amp; fraud <b>1.3</b> Credit scoring <b>1.4</b> Saving <b>1.5&amp;6</b> Life skills <b>Assessment:</b> security, fraud &amp; credit scoring</p>	<p><b>1.1</b> Learning styles <b>1.2</b> Revision plan <b>1.3&amp;4</b> Revision techniques <b>1.5</b> Exam stress <b>1.6</b> Resilience <b>Assessment:</b> Exam prep'</p>	<p><b>1.1</b> Relaxation <b>1.2</b> Communication <b>1.3</b> Coping with loss <b>1.4</b> Exam preparation <b>1.5</b> Plans for summer <b>1.6</b> Revision recap</p>	

## Appendix E

## Working Agreement for Brentwood Ursuline Convent High School and External Agencies



We welcome all external agencies and providers and thank them for the contribution they make to our school.

School contact details	Agency contact details
School: <b>Brentwood Ursuline Convent High School</b> School Contact: <a href="tel:01277227156">Tel:01277 227156</a> Fax: 01277 229454 Email: <a href="mailto:admin@buchs.co.uk">admin@buchs.co.uk</a>	Organisation: Contact name:  Tel: Fax: Email:

### **BUCHS Mission Statement**

**The mission of our School is  
to create a Christian environment  
in which each student can grow  
in personality, relationships, knowledge and skill  
towards a full realisation of their potential.**

### **Criteria**

All programmes, teaching or activities within our school must be:

- Beneficial to our pupils;
- Consistent with the Catholic Gospel values and teachings of the Church;
- Consistent with the school's Mission Statement, goals, aims and objectives;
- Build upon mutual trust, respect and appreciation of each other.